Enhancing Advising Through Faculty Collaborative Competence

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Agenda & Discussions

- **Your Interactions with Faculty**
- **Modifying Multicultural Competence**
- **Faculty Collaborative Competence**
- **Faculty Culture**
- **Best Practices**
- **Applications**

Photos were submitted by faculty friends and colleagues and are randomly placed throughout.

Your Interactions with Faculty

- **Discuss your most successful/unsuccessful interactions or collaborations with faculty?**
  - What made these successful / unsuccessful?
  - Did any involve multicultural issues?

- **What's the biggest issue you deal with that could benefit from faculty collaboration?**
  - If you are faculty, consider your interactions with advising staff

# Faculty & Advisor Interaction

- Academic Advisors Tend to Interact with Faculty More than Other Student Affairs Professionals

- Faculty = 40-50% of higher ed workforce
  - Considerable Student Contact
  - ~190 days per degree
  - Influence Curriculum & Student Experiences

Modifying Multicultural Competence

The ability to work ethically and effectively with people of similar or dissimilar cultural backgrounds, by demonstrating a certain level of multicultural awareness, knowledge, and skills
(Pope, Reynolds & Mueller, 2004).
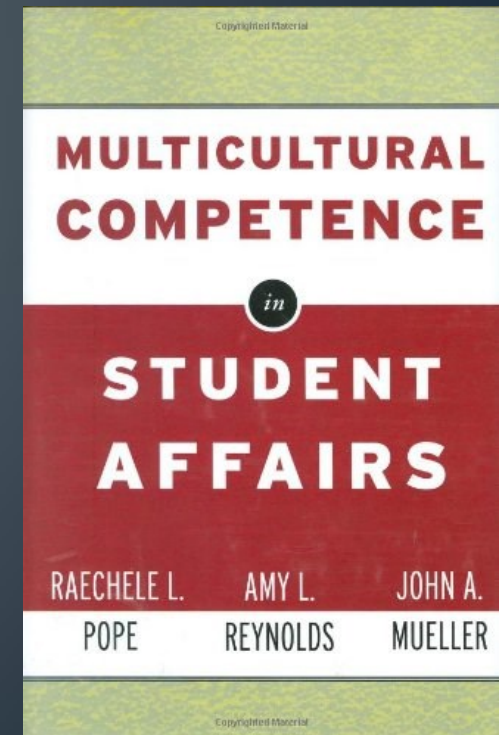
Model of Multicultural Competence

- **Tripartite Model** (Pope & Reynolds, 1997)
  - **Awareness**
    - Self awareness
    - Re-evaluation of attitudes, beliefs, values, and assumptions
  - **Knowledge**
    - Information & Cultural Understanding
  - **Skills (enable action)**
    - Apply Awareness & Knowledge
    - Cross-cultural Communication
    - Willingness to Seek Assistance
- **Ongoing Developmental Process**
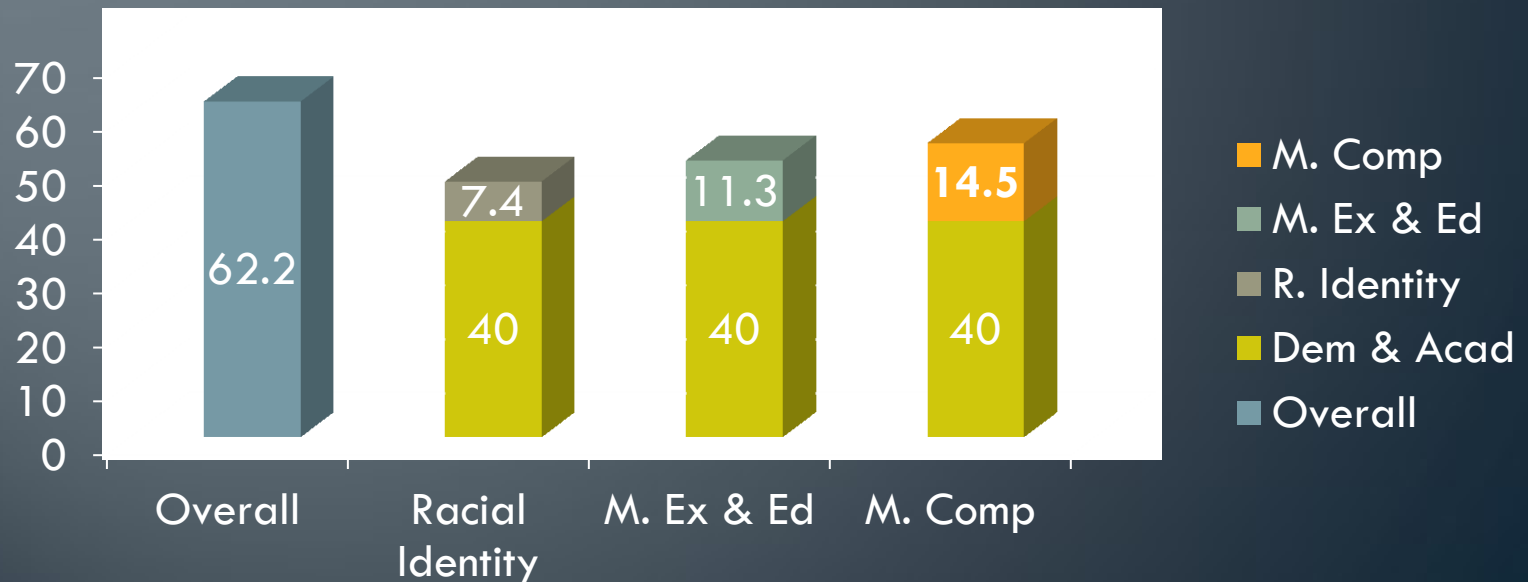 - Constantly Reflecting & Re-evaluating

Results Regarding Multicultural Competence & Practices

(Sauter, 2013)

Variables	Multicultural Competence	Multicultural Practices
Race	.248 ***	.276 ***
Socially Marginalized	-.210 ***	-.316 ***
Gender	-.337 ***	-.324 ***
Sexual Orientation	0.048	0.16 **
STEM / Non-STEM	-.361 ***	**-.510** ***
Racial Identity Phase I	-.407 ***	-.340 ***
Racial Identity Phase II	**.522** ***	.397 ***
Multicultural Education	.280 ***	.396 ***
Multicultural Experience	0.200 **	.407 ***
Multicultural Competence	--	**.636** ***

***$p < .001$, **$p < .01$

Correlation does not mean causation.

Faculty Collaborative Competence

- **Ability to demonstrate a certain level of awareness, knowledge, and skills related to faculty that fosters effective collaboration.**
  - Awareness
  - Knowledge
  - Skills

- **Ongoing Process**
  - Constantly reflecting, learning, and adjusting our understanding.

Awareness of Faculty Issues

- **Recognizing faculty issues and needs**

- **Where?**
  - Advisement with Students
  - Committee Work
  - Policy Development
  - Event Planning
  - Surroundings

- **What?**
  - Do you need faculty input?
  - Does it impact faculty?
  - Compatibility with faculty schedules?
  - Would faculty involvement help?

Knowledge of Faculty Culture

- **Understanding faculty culture**
- **What knowledge is needed to collaborate with faculty?**
  - Rank
  - Responsibilities
  - Tenure Status
  - Discipline
  - Course Loads
  - Governance
  - Inequalities
  - Personal Perspective
- **How might this influence your practices?**

Skills for Working with Faculty

- The ability to turn awareness & knowledge into action

- What skills do you need to work with faculty?

- How do such skills impact or enhance your practices?

Understanding Faculty Culture

- **What do you think about when you consider faculty culture?**

Faculty Rank

- **Non-Tenure Track**

  - Adjunct Faculty
  - Lecturer
  - Visiting Professor
  - Full-Time Non-Tenure

- **Tenure Track**

  - Assistant Professor
  - Associate Professor
  - Full Professor
  - Emeritus

Faculty Responsibilities

- **Research**
  - Scholarship,
  - Publications, Grant Funding
- **Teaching**
  - Curriculum, Pedagogy, Instruction, Evaluations
    - Systemic/Individual
- **Service**
  - Discipline, Institutional, Community
- **Variation**
  - Institutional Emphasis
  - Value to Promotion & Tenure

Tenure & Promotion

- **Requirements for Tenure**
  - Research (publications, grants)
  - Teaching (evaluations)
  - Service (institution, community)
- **Portfolio**
- **Time Limits**
- **Politics**
- **Variations**
  - Emphasis
  - Bias

Faculty Discipline

- **Broad Categories vs. Specific Disciplines**
    - Business, Education, Humanities, Social Science, Science, Technology, Engineering, Math (STEM), etc...

- **Differences among disciplines**
    - Training
    - Focus / Methods
    - Subject
    - Recognition

Faculty Training & Development

- **Goal: To Become Experts in their Field**
  - Reluctance to Cover Diversity
  - Unprepared or Overwhelmed
- **Training & Development**
  - Graduate School Preparation
    - Mismatch in Socialization (Austin, 2002)
  - Peers / Mentoring
  - Institutional Development
  - Professional Organizations
  - Limited Time & Budgets
- **Best Practices**
  - Ongoing / Long Term
  - Reflection / Dialog

Course Loads & Schedules

- **Level**
  - Undergraduate
  - Graduate
  - Mixed
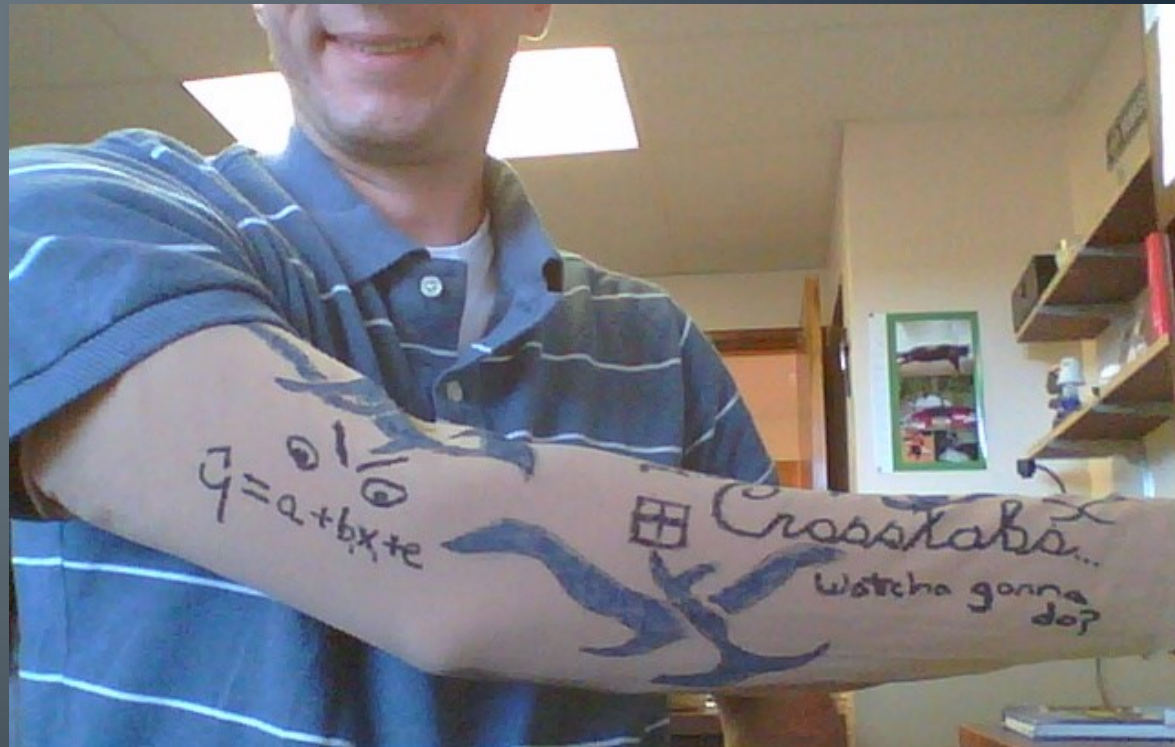- **Load**
  - 3-3
  - 3-4
  - 4-4
  - 5-5
- **Variation**
  - Overloads
  - Downloads
  - Sabbaticals

- **Course Schedules**
  - 2 or 3 days
  - Seminar
  - Online/Hybrid
  - Preparation

Faculty Governance / Politics

- **Chairperson**
- **Faculty Governance**
  - Collective Bargaining / Contract
  - Shared Governance?
    - Involvement
- **Campus Politics**
  - Institutional Climate
  - Fiscal Climate
  - Unfilled Lines
- **Departmental Politics**
  - Functional & Dysfunctional

Burdened Faculty / Inequalities

- **Demands of Tenure & Promotion**

- **Lack of Time**

- **Unfilled Lines**

- **Popular vs. "Marginal" Programs**

- **Differences in Teaching and Expectations**
  - Multicultural Faculty
  - Women Faculty
  - LGBT Faculty

Faculty – Student Interaction

- **Many positive outcomes**
  - Interest in grad school, college teaching, research, satisfaction (Astin, 1993)
  - Intellectual, Social, & Personal Values along with Educational Attainment (Pascarella & Terenzini, 2005)
- **Faculty may assume advising and support roles**
- **Satisfaction / Experience Varies for Some Student Populations**

Identity / Personal Implications

- **Outside Influences**
  - Family
  - Health
  - Finances
  - Interests
  - Mobility
- **Unique Identities**
  - Experiences & Education
- **Different Motivations**
  - Embrace/Resist Multicultural Issues

Learning Reconsidered 2

"Given our current understanding of learning, collaboration between faculty and student affairs educators is not simply an intelligent option: it is a core requirement for the effective development and achievement of desired student learning outcomes."

(*Learning Reconsidered 2*, 2006, p. 70

Best Practices

- Faculty Champions
- Experience
- Involvement
- Relationships & Respect

Faculty Champions

- **Who are the faculty that are involved and often willing to assist?**
  - Similar interests and philosophies?
  - Willing to help
  - Often on the front lines
  - Models for other faculty
- **How can we help get other faculty involved?**
  - Can't always depend on faculty champions
  - All faculty have the potential to offer assistance

Experience

- **How much do you interact with faculty on a daily, weekly, or monthly basis?**
  - Working alongside faculty builds experience
  - Academic Advisors share some experiences
  - Gain a sense of the needs of your faculty
- **Better understand individual faculty**

Involvement

- **Invite faculty to the table from the beginning**
  - Committee Procedures
  - Avoid Surprises
- **Support faculty Projects**
  - Promotion, Social Media

- **Ask faculty their opinions**
  - Gain Input
  - Gauge Support / Resistance
- **Be flexible**
  - Be aware of faculty roles
  - Work around faculty schedules

Relationships & Respect

- **Developing Relationships**
  - Foster Ongoing working relationships
  - How can we assist faculty?
- **Mutual Respect**
  - Need to respect faculty roles & responsibilities
  - Proven Track Record
- **Narratives**
  - How we become who we are
  - Natural part of us

How can you apply faculty collaborative competence to the issues you mentioned at the beginning of the presentation?

- What do we need to be aware of?
- What knowledge might be helpful?
- What skills do we need to have?

How Might Faculty Collaborative Competence Influence Advising Practices?

Questions & Further Discussion

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- **Presentation & Handouts at WNY Advising**
  - WNYadvising.weebly.com/johnsauter.html